

Adventures in Density

- R:LT:4** Generates a Personal Response
1 – Relating text to personal experiences
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
3 – Connecting what has been read to prior knowledge or other texts

AfterMath

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
2 – Evaluating information/sources
3 – Gathering information
4 – Using evidence to support conclusions
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
2 – Summarizing ideas
3 – Connecting what has been read to prior knowledge or other texts
- W:RC:2** Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
2 – Making inferences about content, events, characters, setting or common themes
3 – Using specific details and references to text to support focus or judgment
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

A-Maze-Ing Water

NONE

Aqua Bodies

NONE

Aqua Notes

- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:OC:1** Interactive Listening
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message

Back to the Future

NONE

Branching Out!

NONE

Capture, Store, and Release

NONE

CEO (The)

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
2 – Evaluating information/sources
3 – Gathering information
4 – Using evidence to support conclusions
- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

CEO (The) (cont.)

- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Choices and Preferences, Water Index

NONE

Cold Cash in the Icebox

NONE

Color Me A Watershed

NONE

Common Water

NONE

Dilemma Derby

- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- W:OC:1** Interactive Listening
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Drop in the Bucket (A)

NONE

Dust Bowls and Failed Levees

- R:LT:1** Initial Understanding of Literary Texts
1 – Identify/describe characters, setting, plot
2 – Summarize key ideas/plot
- R:LT:2** Analysis and Interpretation of Literary Text/Citing Evidence
5 – Identifying message/theme
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
2 – Establishing context, problem/conflict/challenge and resolution
5 – Establishing and maintaining a theme
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
3 – Developing characters through description, dialogue and actions
5 – Maintaining a focus
6 – Selecting and elaborating important ideas and excluding extraneous details
- W:OC:2** Make Oral Presentation
4 – Providing effective and appropriate feedback

Easy Street

- R:LT:1** Initial Understanding of Literary Texts
2 – Summarize key ideas/plot
- R:LT:2** Analysis and Interpretation of Literary Text/Citing Evidence
5 – Identifying message/theme
6 – Identifying cause/effect, motive (possible, inferred)
- R:LT:4** Generates a Personal Response
1 – Relating text to personal experiences
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings

Energetic Water

NONE

Every Drop Counts

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

Get the Ground Water Picture

NONE

Geyser Guts

NONE

Grave Mistake (A)

NONE

Great Stony Book (The)

NONE

Great Water Journeys

- R:RS:2** Reading Comprehension Strategies
1 – Using comprehension strategies
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
3 – Gathering information
4 – Using evidence to support conclusions

Great Water Journeys (cont.)

- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
- 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
 - 3 – Connecting what has been read to prior knowledge or other texts
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
- 1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
- 1 – Including facts and details relevant to focused idea
- W:OC:1** Interactive Listening
- 1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
- W:OC:2** Make Oral Presentation (OC:2)
- 1 – Demonstrating skills in discussing and interviewing
 - 2 – Using verbal and nonverbal skills in maintaining a focus
 - 5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

H₂Olympics

NONE

Hangin' Together

NONE

Hot Water

- R:B:2** Participating in Literate Community
- 2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
- 1 – Identifying sources of information
 - 3 – Gathering information
 - 4 – Using evidence to support conclusions
- W:OC:1** Interactive Listening
- 3 – Identifying essential elements, interpreting or evaluating the message
 - 4 – Group participation and respecting group dynamics

Hot Water (cont.)

- W:OC:2** Make Oral Presentation (OC:2)
- 1 – Demonstrating skills in discussing and interviewing
 - 4 – Providing effective and appropriate feedback

House of Seasons (A)

NONE

Humpty Dumpty

NONE

Imagine!

- R:LT:4** Generates a Personal Response
- 1 – Relating text to personal experiences
- R:B:2** Participating in Literate Community
- 2 – Participating in discussions about text, ideas, and student writings
- W:HW:2** Writing Extensively
- 2 – sharing thoughts, observations and impressions
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
- 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
 - 2 – Summarizing ideas
 - 3 – Connecting what has been read to prior knowledge or other texts
- W:OC:1** Interactive Listening
- 1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
 - 2 – Summarizing, paraphrasing. Questioning, or contributing to information presented

Incredible Journey (The)

- W:HW:2** Writing Extensively
- 2 – sharing thoughts, observations and impressions
 - 3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

Incredible Journey (The) (cont.)

- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

Irrigation Interpretation

NONE

Is There Water on Zork?

NONE

Just Passing Through

NONE

Let's Even Things Out

- R:LT:1** Initial Understanding of Literary Texts (LT:1)
1 – Identify/describe characters, setting, plot
2 – Summarize key ideas/plot

Life Box (The)

NONE

Life in the Fast Lane

NONE

Long Haul (The)

NONE

Macroinvertebrate Mayhem

NONE

Molecules in Motion

NONE

Money Down the Drain

NONE

Nature Rules!

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- R:IT:1** Initial Understanding of Informational Texts
4 – Generating questions before, during, and after reading
- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)
4 – Distinguishing facts in texts
- W:HW:1** Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators
- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing
3 – Telling stories with smooth transition, supporting details and coherent conclusion
5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

No Bellyachers

NONE

Old Water

NONE

Pass the Jug

NONE

People of the Bog

NONE

Perspectives

NONE

Piece It Together

- R:LT:1** Initial Understanding of Literary Texts (LT:1)
2 – Summarize key ideas/plot
- R:LT:4** Generates a Personal Response
1 – Relating text to personal experiences
2 – Provide details to support conclusion
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings

Poetic Precipitation

- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:EW:3** Poetry: In writing poetry, students demonstrate awareness of purpose by...
2 – writing poems that express speaker's moods, thoughts or feelings
- W:OC:1** Interactive Listening
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented

Poison Pump

- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
3 – Drawing inferences or conclusions
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)

Poison Pump (cont.)

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

W:OC:1 Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message

Price is Right (The)

NONE

Pucker Effect (The)

NONE

Raining Cats and Dogs

R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings

W:OC:1 Interactive Listening
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message

Rainstick (The)

NONE

Rainy–Day Hike

NONE

Reaching Your Limits

NONE

Salt Marsh Players

R:LT:2 Analysis and Interpretation of Literary Text/Citing Evidence
2 – Characteristics of characters
5 – Making inferences about causes or effects

Salt Marsh Players (cont.)

- R:RS:2** Reading Comprehension Strategies
1 – Using comprehension strategies
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1** Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
4 – Group participation and respecting group dynamics
- W:OC:2** Make Oral Presentation
2 – Using verbal and nonverbal skills in maintaining a focus
5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

Sparkling Water

NONE

Stream Sense

- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions

Sum of the Parts

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions

Sum of the Parts (cont.)

- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1** Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
3 – Identifying essential elements, interpreting or evaluating the message

Super Bowl Surge

- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Super Sleuths

- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
3 – Drawing inferences or conclusions
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions

Thirsty Plants

NONE

Thunderstorm (The)

- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:OC:1** Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems

Water: Read All About It

- R:IT:1** Initial Understanding of Informational Texts (IT:1)
1 – Obtaining information from text features
- R:RS:2** Strategies for Monitoring and Adjusting Reading (RS:1)
1 – Using comprehension strategies
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W: SL:1** Applying Understanding of Sentences, Paragraphs, Text Structures
4 – Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure)
- W:HW:1** Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators
- W:HW:2** Writing Extensively
3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic

Water: Read All About It (cont.)

- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1** Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Water Address

- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
2 – Summarizing ideas
3 – Connecting what has been read to prior knowledge or other texts
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1** Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
3 – Identifying essential elements, interpreting or evaluating the message

Water Bill of Rights

- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions

Water Bill of Rights (cont.)

- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1** Interactive Listening
5 – reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Water Celebration

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Water Concentration

- R:LT:1** Initial Understanding of Literary Texts
1 – Identify/describe characters, setting, plot
- R:LT:2** Analysis and Interpretation of Literary Text/Citing Evidence
2 – Characteristics of characters
- R:RS:2** Strategies for Monitoring and Adjusting Reading
1 – Using comprehension strategies

Water Concentration (cont.)

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
2 – Summarizing ideas
- W:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – Creating a clear and understandable story line (beginning, middle, end)
5 – Establishing and maintaining a theme
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
4 – Using voice appropriate to purpose
5 – Maintaining a focus
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing
2 – Using verbal and nonverbal skills in maintaining a focus

Water Court

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:OC:1** Interactive Listening
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
4 – Group participation and respecting group dynamics
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Water Crossings

- R:V:1** Vocabulary Strategies
1 – Using strategies to unlock meaning of unfamiliar vocabulary
- R:LT:1** Initial Understanding of Literary Texts
2 – Summarize key ideas/plot
3 – Generating questions before, during, and after reading

Water Crossings (cont.)

- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – Creating a clear and understandable story line (beginning, middle, end)
2 – Establishing context, problem/conflict/challenge and resolution
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
3 – developing characters through description, dialogue and actions

Water in Motion

NONE

Water Match

NONE

Water Messages in Stone

NONE

Water Meter

NONE

Water Models

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Water Works

NONE

Water Write

- W:HW:1** Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators
- W:HW:2** Writing Extensively
2 – Writing with frequency, (in and out of school and during summer)
- W:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – Creating a clear and understandable story line (beginning, middle, end)
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – using relevant and descriptive detail to advance plot/story line

Wet Vacation

- R:IT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
3 – Organizing information to show understanding
- R:RS:2** Reading Comprehension Strategies
1 – Using comprehension strategies
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:HW:1** Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1** Interactive Listening (OC:1)
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Wet–Work Shuffle

- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- R:B:3** Reading for Research Across Content Areas
3 – Gathering information
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
3 – Connecting what has been read to prior knowledge or other texts
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Wetland Soils in Living Color

NONE

What's Happening?

- R:IT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
3 – Organizing information to show understanding
- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
3 – Drawing inferences or conclusions
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)

What's Happening? (cont.)

- W:IW:2** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing
2 – Using verbal and nonverbal skills in maintaining a focus
4 – Providing effective and appropriate feedback
5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
6 – Using tools of technology to enhance message

What's the Solution?

- R:LT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
2 – Answer questions with explicitly stated information from text
- R:LT:2** Analysis and Interpretation of Literary Text/Citing Evidence
6 – Identifying cause/effect, motive (possible, inferred)
- R:LT:4** Generates a Personal Response
2 – Provide details to support conclusion
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings
- W:RC:1** Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
3 – Connecting what has been read to prior knowledge or other texts

Where Are the Frogs?

- R:IT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

Where Are the Frogs? (cont.)

- W:OC:1** Interactive Listening
- 1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
 - 2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
 - 3 – Identifying essential elements, interpreting or evaluating the message
- W:OC:2** Make Oral Presentation
- 1 – Demonstrating skills in discussing and interviewing

Whose Problem Is It?

NONE

Wish Book

- R:IT:1** Initial Understanding of Informational Texts
- 1 – Obtaining information from text features
 - 2 – Summarize key ideas/plot
- R:B:2** Participating in Literate Community
- 2 – Participating in discussions about text, ideas, and student writings